

READINESS: Pre-School through 4th Grade

Standard 1. CULTURE – Nats1h1kees

Culturally-knowledgeable Navajo children are well grounded in the cultural heritage and traditions of their people, history and land. Din4 1[ch7n7 nil7g77, be'iina' yaa' 1kon7zingo yee had7t'4ego d00 yee bik'eh0l=-go naagh1a doolee[.

Students who meet this cultural standard are able to do:

SIC R1. Identify him / herself in relation to his / her primary family members and home environment reflecting understanding and promoting awareness of 1d44hozd7lzin, 1d1nts1h1kees, k'4zn7dzin d00 1d1hozd7lzin doolee[.

CONTENT: 1d0one'4 7dl7n7g77; self, home, friends, and family

Student will:

- PO1. demonstrate knowledge of relating to primary clan family members through the traditional Navajo concept of k'4 and relate place of residence;
- PO2. use correct kinship terms (e.g., shim1, shizh4'4, shideezh7, shitsil7, sh7naa7, sh1d7, shichei and shim1 san7);
- PO3. introduce him/herself in the appropriate traditional way;
- PO4. display respect for self and others in the learning environment, at play, on the bus, in the classroom and in the cafeteria;
- PO5. exemplify knowledge on the traditional significance on the various types of dwellings; identify traditional food and tell how they are prepared; identify traditional dress styles of the Navajo people;
- PO6. compare and contrast different stories or accounts about past events, people, places, or situations and identify how they contribute to our understanding of the past; and
- PO7. work independently and cooperatively to accomplish goals through the utilization of the traditional Navajo concept of k'4.

SIC R2. Assume responsibility for their roles in home-based cultural activities which form life-long obligations as community members and understand the traditional concept of 1d1nts1h1kees, 1d1h1nahat'1 ho[7l9 d00 jijooba'.

Content: home, school and community
Rules and consequences
Health and safety issues

Students will:

- PO1. examine the rights and responsibilities of individuals in an organized group participation (e.g., big sister / brother program, adopt a grandparent, plant a tree, construct a school garden, adopt a park);
- PO2. identify Indian family principles and values that promote positive behavior; identify bad choices and judgments; display knowledge of consequences for bad and good choices;
- PO3. identify and discuss current inappropriate and acceptable attitudes and behaviors within a family, classroom, dormitory and community relationship;

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- PO4. identify and discuss the need for laws and order in the communal style living;
- PO5. identify and discuss examples of how local or tribal government (does or does not) provide for wants and needs of people, establish order, security and management conflicts;
- PO6. recognize and identify examples of tension between the wants and needs of people; discuss concepts in fairness, equity and justice;
- PO7. explore, gather data and discuss how families and community members recognize and resolve tension between the wants and needs of members; and
- PO8. distinguish among local, tribal, state and national government and identify represented leaders at these function levels.

Standard 2. CULTURE – Nahat’1

Culturally-knowledgeable Navajo students are able to build on the knowledge and skills of the local community foundations from which to draw and achieve personal and academic success throughout life. Din4 1[ch7n7 hane’, nits1h1kees, na’nitin, d00 7hoo’aah yinahj8’ iin1 dindzin doolee[.

Students who meet this cultural standard are able to:

S2C R1. Identify him/herself in relations to his/her primary and extended clan family relationship through the understanding of the Navajo clan system, the foundation of the concept, k’4, a reflection of 1di[j7dl9, ho[’7l9, ah44hjidindzin, d00 1d1hoz7lzin.

Content: 1d0one’4, self, family friends and neighbors

Students will:

- PO1. exemplify the understanding of a nucleus in a family structure and the role of each member; understand the significant roles of a grandmother and mother’s brother (ad1’7 / ahast07);
- PO2. identify and discuss personal roles and responsibilities within a primary and an extended clan family;
- PO3. identify and analyze personal attitude, behavior, perception and expectation of self and others; and
- PO4. give examples of conflicts, cooperation and interdependence among individuals, family, groups, and friends.

S2C R2. Acquire cultural knowledge from one or two other culture/s/ without diminishing the integrity of their own and acquire traditional understanding of the moral attributes in 1d44zht’eet88h, 1k’izht’iit88h d00 1daa’1kohwiindzin.

Content: American Indian Studies

Students will:

- PO1. explore and describe similarities and differences in how groups, societies and cultures address similar human needs and concerns (e.g., incorporate Dinej7 hane’, the oral history);

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- PO2. compare and contrast own family structure, habits, cultural activities and that of other American Indians;
- PO3. explore, examine, and discuss the Protection Way Teachings by parents and clan relatives in the past e.g., doo 1j7'%'da, (avoid negative action) doo 1j7['%'da (avoid negative performance), do aj7n7ida, doo t'00 b0h0ln7hg00 y1j7lti'da (avoid vocalizing negative remarks) d00 doo t'00 b0h0ln7gh00 nts7j7keesda (avoid negative thoughts);
- PO4. give examples of how traditional customs may be interpreted in various ways by people of diverse cultural perspectives and frame of references (e.g., entrance to all Navajo hogans face the eastern direction, celebration of the baby's first laugh, reaching puberty and marriage are all celebrated with festivities, food and gifts give-away in contrast to receiving gifts in other cultures); and
- PO5. give example and describe the importance of cultural unity and diversity within and across groups (e.g., Indian Clubs, Intertribal Pow Wows First, American Festivities and sport teams).

Standard 3. CULTURE – lin1

Culturally-knowledgeable Navajo students are able to actively participate in various cultural events and activities within their environment. Din4 1[ch7n7 be'iina', bi'1'1l'5' d00 bizaad bi[b44h0zh0zin doolee[.

Students who meet this cultural standards are able to:

S3C R1. Identify him/herself in relation to his/her primary, immediate, and extended clan family while acquiring an awareness and understanding of the Navajo clan system and the concept of k'4, a reflection of 1di[j7d9, ho['9, ah44h jidindzin, h1'1hwiin7t'99', jijooba' ho[hojooba' h0l=, d00 1d1hozd7lzin.

Content: 1d0one'4 7dl7n7g77, self, family, friends, home, communities and government
Students will:

- PO1. demonstrate correct usage of terminologies to show courtesy with family members, classmates, staff and visitors (e.g., "Y1'1't44h shideezhi d00 shim1", "t'11'sh--d7," "ah4hee'", "n7k1'iish yeed7sh", "h11'd66 la?");
- PO2. display appropriate use of Navajo humor and the teasing of siblings, uncles, aunts and grandparents;
- PO3. orally demonstrate an understanding of traditional construction of the various types of hogans and be able to tell the significance of each;
- PO4. identify acquired attitude and behavioral roles and patterns in group situations (e.g., role as student, a family member, a member of a group: team, club, church and clan family);

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- PO5. give examples and describe the importance of cultural unity and diversities within the primary family clan, school and community population through incorporation of the Protection Way Teaching: avoid behaviors (e.g., enviousness, jealousy, lying, cheating, spreading of rumors, taking things without asking); and
- PO6. demonstrate how various groups (e.g., family, clan, schools, church, community, tribe, and nation) work to meet individuals needs; promote the common good; identify examples of where they fail to do so.

S3C R2. Participate in subsistence activities in ways that are appropriate to local cultural traditions (e.g., social events, activities, festivities, arts, crafts, celebrations and ceremonies).

Content: seasons, wildlife, environment and Navajo Philosophy of Life

Students will:

- PO1. demonstrate an understanding of Din4j77 haigo hane' (winter stories) and activities (e.g., moccasin, stick, and string games): exemplify understanding by using correct terminologies for seasons, directions, various phases of a day, names of animals, plants and objects in the immediate environment, etc.;
- PO2. exemplify an understanding of the Traditional principles and values that encourages the maintenance of environmental harmony; respecting the natural laws and order; and understanding the inter-dependence of non-living and living matter (e.g., the understanding of Navajo constellations – S= Dine'4 Baahane', winter / summer stories-haigo doo shing0 hane teaches mental soundness, sureness, and appropriate behavioral development);
- PO3. exemplify general knowledge acquired on the traditional use of plants (e.g., for herbs, food, ointment, tools, dwelling materials);
- PO4. compare and contrast seasonal activities amongst ethnic cultures to wildlife environment and habitats (e.g., insects, reptiles, birds, rodents and other animals);
- PO5. compare and contrast different stories (hane') through significant occurrences with people, places, or situations; identify how the information contributes to the understanding of the past; and
- PO6. give examples of how experiences may be interpreted differently by people of diverse cultures, respecting their perspectives and frame of references (e.g., traditional concept: the presence is more important, the future is not here yet, share possession and success with clan family, borrowing without asking is not stealing, its understood as borrowing).

S3C R3. Obtain general knowledge of traditional Indian values and customs for fitness: physically, mentally, emotionally, spiritually and nutritiously to maintain positive mental balance.

Content: physical / health, social studies, nutrition
Navajo Philosophy for Healthy Living

Students will:

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- PO1. identify appropriate usages of the Navajo sweat lodges for male and female;
- PO2. recognize and understand the traditional promotion for early to rise, perform physical exercise, form healthy eating habits and begin a new day with meditation (focusing); and
- PO3. explore the culture and historical information associated with traditional preservation and preparation of native foods (e.g., berries, roots, leaves, corn, cornmeal, fruits); utilize grandparents, traditional practitioners, and Navajo studies teachers, and parents as consultants.

S3C R4. Make constructive contributions to the governance of their community and the well-being of their family. Bee 1d1nahojit'1a doolee[(personal planning), bee hazhd7 t4ego hw4'iina' naat'i' doolee[(obtain observable good character).

- PO1. describe personal cultural enlightenment overtime, such as those related to physical development, personal aspirations, motivations and interests (e.g., maturing, expanding knowledge, exercising physically, relating to community and family members, friends, staff through k'4);
- PO2. compare and contrast the traditional Navajo teaching on physical development in association with developing positive healthy attitude and behavior while eliminating laziness, jealousy, being deceitful and disrespectful for self and others;
- PO3. describe and make inferences on personal connections, cherished moments to places in the immediate environment (e.g., the family grazing land, the family homestead, the Four Sacred Mountains, the tribal boundary land, a place of early childhood upbringing);
- PO4. identify and describe examples in which science and technology have changed the lives of people (e.g., types of homes, work, toys, games, equipment and use of leisure time).

Standard 4. CULTURE – Sihasin

Culturally-knowledgeable Navajo students demonstrate and express an awareness and appreciation for spatial relationships and processes; concentrate on interaction of all elements in the world around them utilizing cultural knowledge and understanding the concept of nits1h1kees, hahat'1, lin1, d00 sihasin.

Students who meet this cultural standard are able to:

S4C R1. Identify him / herself in relative manner; conceptualize extended clan family through the understanding of the traditional Navajo concept of k'4; a reflection of 1di[j7d9, 1d1nahojit'1, 1d1hozd7lzin, 1d44hoj7lzin, d00 1d1nts7j7kees.

Content: Navajo Philosophy of Life, Interdependence of earth, air, light and water, social studies, science, physical and health education.

Students will:

- PO1. verbally introduce self in the traditional way by maternal and paternal clan; introduce parents, grandparents, or guardian by clan relationship, name and place of residence;

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- PO2. exemplify an understanding of acquired knowledge on Din4 Baahane' (oral tradition) and associate it with the understanding of the interdependency of earth (plants, animals and people), air, light and water;
- PO3. explore and discuss for an in depth understanding the Navajo terminologies that associate with earth (shim1 nahasdz11n), sky (shita'a' y1di[hi]), sun (shita'a' j0honaa'47), moon (shim1 t[4'honaa'47), and the constellation (shi ts0o yeh4 or shi t07yeh4 y0 t'11h sil1ii or w0 t'11h sil1ii);
- PO4. gather and understand cultural information on the use of sweat lodge associated with purification and cleansing as accepting challenges and endurance to face life's obstacles; make association to Din4 Baahane' (e.g., the Hero Twin Warriors and their accomplishment);
- PO5. explore factors that contribute to one's personal identity, interest, capabilities, aspirations, motivations, perceptions and the connection to understanding genetic make-up and hereditary traits through Din4 baahane' on the first people, the first family, the first clan, etc; and
- PO6. exemplify an understanding of the traditional construction and design of a Navajo Hogan and be able to tell of the significance of its essential elements: honeeshgish, k-', t0, ch'iy11n (four basic sacred food) and cooking preparation and utensils.

SRC R2. Recognize and build upon the interdependency of the natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others.

Content: geography, history, music, arts, health, science, and etc.

Students will:

- PO1. recognize, compare and contrast traditional use of tobacco (prayer offerings) with dependency and abuse of tobacco products;
- PO2. exemplify an understanding on the interdependency of living and non living matters; exemplify understanding for the act of reverence, sacredness and respect of all elements by the People;
- PO3. investigate and describe the physical system changes, in seasons, climate, weather, water cycle and the aging processes; exemplify an association of elements with the understanding of "T11 Sh1 B7'k'ehgo anoohs44[" in the Navajo concept;
- PO4. compare and contrast how people create significant relationships to time, locations, ideas and memoirs that relate to their personal lives;
- PO5. understand the significance and the use of four ness in many related areas of Din4j7 hane' (e.g., membership into the four clans, four directions, colors, seasons, mountains, phases in a day, four major stages in growth: baby, child maturing adult, and elderly);
- PO6. comprehend and demonstrate an understanding of the natural elements of life through traditional concepts: light (k-'), water t0), air (n7[ch'i), and earth (nahasdz11n);

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- PO7. understand the association between American Indian dances, music, arts, crafts, and / or ha111 (chant) to being physically, socially and spiritually balanced with the emotional self; and
- PO8. understand the association and integration of mathematics, science, social studies, history and language arts into the study of Navajo fine arts, songs and ha111 (healing chant).

S4C R3. Understanding the ecological and geographical aspects of Navajo land, the People and their habitation.

Content: community, chapter, district, tribal, reservation
History, geography, government and social studies

Students will:

- PO1. understand the Navajo oral history (Din4 baahane') through literature, personal stories, songs, haigo hane', games, arts and crafts;
- PO2. gather, compile and describe various interests and physical characteristic of the community; describe their characteristics in written form and sketches; use a data retrieval chart, organize by physical features (e.g., land forms, washes, ditches, erosion, vegetation); learn the Navajo terms for each;
- PO3. gather, compile and describe the population data of the community; exemplify by describing their characteristics in written form and sketches; using a data retrieval charts; organized by human features; type of economic activity (e.g., type of housing, language spoken, culture and beliefs);
- PO4. compile information on local people through interviews; identify the landmarks and their significance on a community map; use original Navajo names to produce a community profile;
- PO5. write a historical account of the local school community as perceived by students, with emphasis on their personal views and interests;
- PO6. conduct interviews and collect information on how people of various age, sex or culture view the local geographical region and it's population; use a data retrieval chart; organize the information by subject (e.g., forest, plain, mountainous); type of interviewee (e.g., Indian, non-Indian, teenager, middle aged or elderly, male or female, like or dislike, important or unimportant);
- PO7. analyze, write or rewrite an original native recorded songs, poems, and stories about places in order to make inferences about people's feelings regarding the places featured;
- PO8. analyze names of people, places, things and identify specific clan family migration into these regions on a map and be able to recreate their historical events.

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Standards 5. COMMUNICATION – Listening and Speaking

Din4 Bizaad bee y1ti' d00 bee a[k'i't'iit88h. Culturally-knowledgeable Navajo students will engage in conversations, provide and obtain information, express feelings, emotions, exchange opinions in the Navajo language and integrate Protection Way Teachings and it's relevancy and effectiveness. Doo ho[h0y4e'da, doo 1hozhdée1ada, doo ay0o ad11h y1j7[ti'da, d00 1diihojii'n7i[go bee 1zhd7lt['is.

Students who meet this cultural standard are able to:

S5C R1. Identify him/herself in relation to his / her primary and immediate clan family relations through the understanding of the traditional Navajo concept of k'4, a reflection of 1di[j7dl9, 1d1 nahoj7t'1, 1d1 hozd7lzin, d00 1d1 nitsj7kees.

Content: integrate into all content areas

Students will:

- PO1. properly introduce themselves, their parents or guardian /s/ in the traditional way by making inference to clan membership, name, place of residence and any significant occurrence within the family history;
- PO2. tell or retell of a personal experience or creative story in a logical sequence; and
- PO3. follow simple directions, share ideas, information, opinions and questions.

S5C R2. Listen for meaning and gain information from discussions and conversations in both the English and Navajo language.

- PO1. recall and retell the traditional seasonal hane' (e.g., coyote legends, spider woman and weaving, moccasin, string and stick games, twin warriors and the destruction of the naay44'); interpret inferences and meaning of the stories at appropriate grade level.
- PO2. compare and contrast cultural stories, songs, history, events and celebrations on other ethnic groups with their own;
- PO3. exchange knowledge with pen pals, parents, visitors through oral and written communication; and
- PO4. give and follow multiple-step directions.

S5C R3. Listen to American Indian stories told in oral traditional and be able to recall and retell them to formulate language experiences.

Content: oral story telling, songs, games, arts, crafts, and language arts

Students will:

- PO1. recall and retell of American Indian stories related by elders, students, consultants or from video tapes;
- PO2. listen to the Navajo and other Indian songs, music, folklore, short stories and be able to participate in discussion for meaning and interpretations;

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PO3. listen to the Navajo and other Indian literature; be able to recall and participate in the discussion and / or dramatization derived from understanding the meaning and interpretation thereof; and

PO4. interview, record and publish upon consignment significant information gathered from consultants; make materials available as references to students and community.

Standard 6. COMMUNICATION – Writing and Reading

Din4 Bizaad bee ak'e'elch7 d00 w0lta. Culturally-knowledgeable Navajo students are able to communicate in written Navajo language and engage in active cultural learning activities based on traditional Navajo principles and values. Niha'1[ch7n7 din4 k'egho ak'e'e[ch77 d00 0[ta'doo.

Students who meet this cultural standard are able to:

S6C R1. Identify him / herself in relations to his / her primary, immediate and extended clan family members through the traditional Navajo understanding of k'4, a reflection of 1di[j7dl9, 1dqnahat'1, 1d1hoz7lzin d00 1d1nts7j7kees in the traditional way.

Content: Integrate all areas of learning

Students will:

PO1. recall and retell the origins of the Navajo clans (e.g., T0tsohnii-Hasht['ishnii, Kinyaa'1anii, T0d7ch'77nii, d00 Hon1gh1ahnii Dine'4); be familiar with Yoo[gaii Asdz33 – Asdz33 N1dleeh4; and develop a personal family tree;

PO2. explore the significance of the traditional beliefs in child rearing practices (e.g., cradle board and lullabies; the use of natural earth salt at the baby's first laugh celebration; the baby's first anointing of corn pollen; receiving a Navajo name; losing the baby teeth);

PO3. compare and contrast traditional Navajo child rearing practices with that of other ethnic groups; and

PO4. use effective vocabulary and logical organization to relate or summarize ideas, events and other information.

S6C R2. Acquire in-dept cultural knowledge through active participation and meaningful interaction with parents, elders and community leaders.

Content: social studies, history, arts, crafts, music, and math

Student will:

PO1. explore, discuss and understand the significance of various types of Navajo hogans and their purposes; identify and explain the essential elements of life associated with the home, family and subsistence activities; identify roles and responsibilities of each member of the family;

PO2. identify, explore and discuss the various types of Indian food and the processes for preserving, conserving, and understand the traditional act of giving thanks for the abundance of food and / or wealth (e.g., H0zh==j77, the Blessing Way Ceremony performed in expression of appreciation for life, living and existence); and

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PO3. explore, discuss and understanding the values of developing positive work habits, accepting roles and responsibilities for the welfare of self, family and community (e.g., developing an interest, a hobby, specializing in a skill: animal husbandry, horticulture, horsemanship).

Standard 7. COMMUNICATION – Viewing and Presenting

A[‘aan1daat’4igo naalkid7 doo dan7l’%go bee 7dahoo’ aah1g77 Din4 1[ch7n7 yinahj8’ d00 yee 7dahoo[‘aah doolee[. Culturally-knowledgeable Navajo students will use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

Students who meet this cultural standard are able to:

- S7C R1.** Recognize and respond to visual messages such as logos, symbols and trademarks.
- S7C R2.** Identify story events or information from visual media.
- S7C R3.** Create visual representations of personal experiences through media such as drawing, painting, acting and puppeteering.
- S7C. R4.** Recognize different types of visual media.
- S7C R5.** Plan and present a report, using two or more visual media.
- S7C R6.** Access, view and respond to visual forms such as computer programs, video, artifacts, drawings, pictures and colleges.
- S7C R7.** Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of test.